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Radio Broadcasting Activities of Indiana State Teachers College

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EDUCATIONAL BROADCASTING IN THE UNITED STATES

On November 2, 1920, radio station KDKA, Pittsburgh, presented the world's pioneer broadcast—the Harding-Cox presidential election returns. In 1922 due to the influence of M. J. Tigert, United States Commissioner of Education, colleges and universities began the construction of radio stations. The exact date of the introduction of the first course in radio broadcasting into colleges and universities is difficult to determine, but in July, 1933, Dr. Cline M. Koon of the United States Office of Education reported that 407 courses in radio were being offered by institutions of higher education and that approximately one college in every twenty reported it gave some instruction in the preparation, presentation, or evaluation of radio programs.

At the Ninth Institute for Education by Radio held at Ohio State University in May, 1938, Dr. Waldo Abbot of the University of Michigan announced the results of a study made during the past winter. He found that 250 colleges and universities offered, during the academic year 1937-1938, from one to eleven courses in education by radio. To bring these figures even more up-to-date, the May bulletin of the National Committee on Education by Radio (*Education by Radio*) reported that during the 1938 summer session at least sixty in-

stitutions would offer courses in radio education, radio speech, and radio writing. This information was obtained from a post card survey of 782 universities, colleges, and junior colleges. Replies were received from 336 institutions, 60 indicating one or more of these courses, 271 giving no radio courses, and 5 having no 1938 summer session.

EARLY BROADCASTING AT INDIANA STATE TEACHERS COLLEGE

Indiana State Teachers College entered the field of education by radio as early as 1930 when President L. N. Hines appointed Mr. Harold Bright as director of radio and requested him to develop a radio program for the college. Under the direction of Mr. Bright, the college presented over WBOW one thirty-minute broadcast every week. The broadcasts consisted of four distinct types of programs: (1) the *Departmental Hour* during which the various departments of the college were featured, (2) the *Music Department Hour* presented by students of the music department, (3) the *Dormitory Hour* with programs arranged and presented by students from Womans Residence Hall, and (4) the *Old Memories Hour* with programs consisting of readings, short dramatizations, and music.

In the autumn of 1934 the writer was asked to take charge of the broadcasting activities. Upon suggestions by Dr. J. W.

Jones, dean of instruction, two types of programs were decided upon—one featuring high schools as guests of the college, the other to be presented by students and faculty of the college. The high school guest program became known as the *Wabash Valley High School Series of the Teachers College Hour*, while the regular college broadcasts were called the *Teachers College Hour*.

To conduct the regular college program, committees consisting of two faculty members and three students were appointed for each week in the academic year. Each committee was responsible for a daily fifteen-minute broadcast, Monday through Friday. The high school guests were featured in thirty-minute broadcasts presented on Monday and Thursday throughout the school year.

The daily programs by faculty and students were continued for three years with a most encouraging response. The faculty as a whole became conscious of the value and power of education by means of radio. For the most part, the programs were ten-minute talks by either faculty members or students, "sandwiched" by musical selections. Much was learned in these three years. It was discovered that people will not listen to a talk by a "not famous" individual. It was learned that using the microphone required certain techniques not possessed by the average layman. It soon became evident that all musicians are not radio musicians.

TRANSITION INTO THE PRESENT RADIO SERIES

As a result of the realizations mentioned above, the current radio program of Indiana State Teachers College is of a vastly different type. The college still conducts the *Wabash Valley High School Series of the Teachers College Hour*, a discussion of which will be presented later in this article. The old committee arrangement for the *Teachers College Hour* has been abandoned, the broadcasting now being presented by students in the class in radio broadcasting. Such broadcasts, planned to correlate with the materials being taught in the public schools, are in five subject matter fields: the *Adventures in Literature Series* in the field of English, the *American Yesterdays Series* in the field of the social

studies, the *Explorations in Science Series* for science students, the *Music Appreciation Series*, and the *American Cities Series*, a question and answer game for adults. In addition to these strictly educational broadcasts, Indiana State Teachers College presents three fifteen-minute broadcasts each week called *Sportscasting*, and two thirty-minute broadcasts each month known as *Variety Shows*. *Sportscasting*, as the name suggests, has as its theme collegiate and professional sports competition, while the *Variety Shows* feature outstanding talent found in the student body but not necessarily enrolled in the radio work. During both the first and second summer terms broadcasts continue in the fields named above with the following additions. As a feature intended to serve the housewife, broadcasts in home economics and safety in the home are added to make a daily fifteen-minute program originating in the college radio studio. *Sportscasting* is presented daily at one o'clock in the afternoon, and *Variety Shows* are broadcast every Wednesday evening at eight thirty o'clock.

Radio broadcasting was introduced as a definite course in the summer of 1937 and was made a regular part of the English work of the college. It was officially listed as "English 315." To orientate the student, the course opens with a series of lectures on the history and objectives of educational broadcasting and includes an explanation of the part the college is to play as a small unit in the vast educational program. From this introduction, the student is directed into a study of studio etiquette, which study includes such elementary items as conduct in a radio studio, position when not before the microphone, and responsibility for actions in the studio.

Radio has a language, oral and sign, all its own; therefore, the next step in the course is to teach radio terminology. The student soon learns that "on the nose" means the program is running on time to the exact second, that a clarinet in the studio becomes a "squeak stick," the trombone player is a "putty blower," the piano is an "eighty-eight," the organ is a "god box," and the harmonica is referred to as "corn-on-the-cob." Other terms include: "arsenic" for a tiresome program, "who-

"cliff hanger" for a mystery script, "pancake turner" for a serial production, "sound man" for the sound man, and "in the mud" for lifeless delivery. Other terms are more serious in nature. Any broadcast is referred to as a "show" and, if an audience is present, as a "visual show." To "clear" music means to check the copyright for broadcast permission. "Sustaining show" refers to a non-commercial production. Lest the teaching of such vocabulary be misinterpreted, the writer desires to state that such vocabulary is to the radio broadcast as technical terms are to the engineer or as medical terminology is to the medical profession.

Obviously, the director of a radio program can give no oral directions during a broadcast; therefore, his hands must become most expressive. Slowly drawing them apart means the student is reading too rapidly. Whirling the finger means to increase the pace of the reading. Raising the arms with the palms of the hands up means to speak with more volume. Making a circle with the thumb and index finger means that the program is O.K., and of course, touching the nose means "on the nose" which means that the show is running on time to the exact second, as mentioned earlier in this article.

After this introduction into the history and objectives of educational broadcasting, radio terminology, and radio signs, the student is taught types of microphones, how to use each type, and the purpose of each of the many types. From a study of the microphone, the subject matter turns to the physiological aspects of speech. Such topics as the mechanism of voice and speech, phonetic aspects of speech, articulation, pronunciation, and organic, function, and emotional speech disorders are discussed. Auditions and corrective drill follow.

As the class progresses in these fundamentals, the course turns to one of the ultimate aims of all this preparatory work—the actual broadcast. A study of the types of broadcasts introduces this phase of the work. These types include: the interview, the talk, the drama, music, dialogue, and monologue. The advantages and disadvantages of each of these types are discussed.

These discussions lead into the field of radio writing so that the problems connected with the selection of broadcast topics, the research involved, and the fact that revision must be expected are considered. With radio writing enters the problem of production of the radio show. The students learn the problems of casting, such as the number to place before the microphone, the size of the characters, and the contrast in voice required for ear-visualization, how to conduct auditions, the number of rehearsals to expect, and the technique of "dress miking."

To produce shows in the fields of English, social studies, science, music, et cetera, the class is organized into production groups, each group consisting of students working for teaching licenses in a particular field. For example, those working for a license in English form the English production group. After the students have organized into these production units, each group is told to study the state course of study in its particular field to determine just what is being taught in the public schools, because it is into these schools that the broadcasts go to enrich the study of approximately eight thousand pupils enrolled in the schools to which the weekly program schedule is mailed.

From the study of the work outlined for the public schools, each committee outlines and submits for approval the title and content of the broadcasts to be produced. Upon approval of the director, the writing of scripts begins. After the scripts have been accepted for production, casting and rehearsals begin, ending in a final "dress mike" where the timing is carefully checked and last minute instructions are given. The actual broadcast then originates from the college studios.

What has been done? To answer this question, the following summary of broadcasting activities for the academic year 1937-1938 has been prepared.

BROADCASTING ACTIVITIES, 1937-1938

From June, 1937, to June, 1938, Indiana State Teachers College presented, over radio station WBOW, a total of 204 broadcasts. Figured in radio time, this reaches the amazing total of 3,770 minutes which

were granted to the college absolutely free of all charges by WBOW.

During this period numerous well-known individuals appeared before the college microphones. Among these individuals were: Miss Judith Waller, mid-western educational director of the National Broadcasting Company; Mr. Slater Bartlow, state director of vocational rehabilitation, Indiana Department of Education, Indianapolis; Dr. F. R. Noffsinger, director of safety education, American Automobile Association, Washington, D. C.; Dean Louis R. Dirks, DePauw University; Dr. Daniel Harmon, St. Mary-of-the-Woods College; Mr. Albert Free, superintendent of schools, Spencer, Indiana; Mr. W. W. Behrman, manager of WBOW; Mr. Horace Capps, program director, WBOW; President Ralph N. Tirey, Indiana State Teachers College; and Mr. Harry E. Elder, registrar, Dr. Olin G. Jamison, director, division of teaching, Dr. J. W. Jones, dean of instruction, Mr. John Sembower, director of public relations, Dr. W. P. Allyn, professor of zoology, Dr. R. W. Karpinski, assistant professor of geography and geology, and the late Dr. L. H. Meeks, head of the department of English, all of the college.

Visitors in the campus studio have included leaders in the field of education from coast to coast, state officials, radio experts, observing classes, college students, local businessmen delegations, and many friends and patrons of the college.

The broadcasts by the college may be divided into three distinct classifications: (1) educational broadcasts; (2) *Wabash Valley High School Series*; and (3) special features.

EDUCATIONAL BROADCASTS

The educational broadcasts were presented by students in the class in radio broadcasting and were divided into five distinct series: (1) the *American Cities Series*; (2) the *Adventures in Literature Series*; (3) the *American Yesterdays Series*; (4) the *Explorations in Science Series*; and (5) the *Music Appreciation Series*.

AMERICAN CITIES SERIES. During the first summer term of 1937, the *American Cities Series* was presented, an adult education series designed to test the skill of the adult by asking definite questions about leading

American cities and then supplying the answers in a series of short dramatizations. The following is a list of the broadcasts presented on this series: "New York," "Washington," "Chicago," "San Francisco," "New Orleans," "Boston," "Hollywood," and "Terre Haute."

This series was concluded with a group of six miscellaneous type broadcasts including such topics as: "Benjamin Franklin—A Question and Answer Game," "Spring Bee," "Poets' Paradise," "First Fact," "On the Spot" (A Home Economics Feature); and "The House by the Railroad"—an example of suspense in radio writing.

ADVENTURES IN LITERATURE SERIES. The *Adventures in Literature Series* was started in October, 1937. The broadcasts presented on this series were planned to correlate with materials being taught in the secondary schools of western Indiana and eastern Illinois and were presented with a view to classroom use by pupils in the schools. A weekly bulletin, to be discussed later, carried announcements of this and other series into these schools. A resume of this series follows: "The Gold Bug," "The Hoosier Schoolmaster," "The Taming of the Shrew," "The Courtship of Miles Standish," "Silas Marner," "The Legend of Sleepy Hollow," "The Man without a Country," "The Spy," "Ben Hur," "Marigold's Prescription," "Seventeen," "The Great Stone Face," "The Necklace," "Dr. Heidegger's Experiment," "The Autocrat of the Breakfast Table," "The Scarlet Letter," "Rip Van Winkle," "Pride and Prejudice," "The Revolt of Mother," "Tom Sawyer," and "Whirligig of Life."

AMERICAN YESTERDAYS SERIES. The *American Yesterdays Series*, planned to correlate with secondary school work in social studies, was also started in October, 1937. Following the state adopted course of study, the broadcasts on this series were arranged in chronological order, i. e., from the story of George Washington, the broadcasts traced the rise of the federal government, the development of transportation and communication, and concluded with an account of the entry of the United States into the World War. The titles of the broadcasts on this series are shown

the summary given herewith: "George Washington, the Farmer," "Braddock's Defeat," "The Declaration of Independence," "The Constitution of the United States," "The Capture of Vincennes," "Fulton's Folly," "The Winning of Ohio," "When Lincoln Came to Pittsburgh," "The Emancipation Proclamation," "The Tragedy at Ford's Theater," "Founding of Pennsylvania," "Building of the Union Pacific Railroad," "Building of the Panama Canal," and "Our Entrance into the World War."

EXPLORATIONS IN SCIENCE SERIES. With the opening of the broadcast schedule in January, 1938, a new series was introduced—series planned to assist science teachers in their work. The title given this new program-series was *Explorations in Science Series*. Its contributions are shown in the following broadcast listing: "The Glass Heart," "The Romance of Radium," "Old Maps," "Some Misinformation on Snakes," "Laboratory Citizens," "The Story of Aluminum," "Wood Tick—From Killer to Saver of Man," "Fads and Fallacies in Health," and "Strange Flights of Birds."

MUSIC APPRECIATION SERIES. The *Music Appreciation Series*, correlating with music instruction in the secondary schools, has been maintained throughout the academic year 1937-1938. Its activities have been built around the studio orchestra, a volunteer organization of sixteen pieces under the direction of Mr. Will H. Bryant, assistant professor of music. Working with music majors in the course in radio broadcasting, the following programs were presented: "Favorite Light Opera Melodies," "Violin and Piano," "Music in the High School," "Selections from French Composers," "The A Cappella Choir," "The High School Glee Club," "In the Gloaming," "Yankee Doodle," "Early Career of Adam Schumann-Heink," "Reminiscing with Carrie Jacobs Bond," "Indiana State Teachers College Band," "The College Choir," "Melodies of Stephen Foster," "A Night of Music," "Prelude to Easter," "The Waltz," "Moonlight Sonata," "The Development of the String Family," "Gypsy Airs," "Opera and Nino Martini," "From Pan Pipes to Flutes," and "Indian Melodies." That these series accomplished their in-

tended purpose is testified by the numerous letters and telephone calls received and by the many who came to visit the college studio after hearing the broadcasts.

THE WABASH VALLEY HIGH SCHOOL SERIES

For the fourth consecutive year, Indiana State Teachers College conducted the *Wabash Valley High School Series of the Teachers College Hour*. The purpose of this series is to contact, by radio, the high schools in the Wabash Valley with one another and with the college.

During the first year of this series, thirty high schools from the Wabash Valley sent 927 pupils to the college to appear on the broadcasts. One hundred fifty adults (teachers, parents, friends) accompanied these high school pupils, making a total attendance of 1,077, in addition to the members of the faculty of Indiana State Teachers College who attended these broadcasts as hosts and hostesses. The second year of the series brought thirty-seven schools and 1,072 pupils to the college campus. During the third year, twenty-eight schools were the guests of the college with 1,020 pupils coming to take part in the broadcasts. During the academic year 1937-1938, forty-five high schools were guests of the college on this series—thirteen high schools broadcasting during the fall quarter, nineteen during the winter quarter, and thirteen during the spring quarter. More than two thousand high school pupils came to the college to participate in these radio broadcasts. The enrollment of the forty-five high schools represented on the broadcasts this year totals more than eight thousand pupils. These high schools, listed in the order of their appearance, were: Marshall High School, Marshall, Indiana; Montezuma High School, Montezuma, Indiana; Union Township High School, Bellmore, Indiana; Honey Creek High School, R. F. D., Terre Haute, Indiana; Garfield High School, Terre Haute, Indiana; Patricksburg High School, Patricksburg, Indiana; Van Buren Township High School, R. F. D., Brazil, Indiana; Prairie Creek High School, R. F. D., Terre Haute, Indiana; Jasonville High School, Jasonville, Indiana; Hymera High School, Hymera, Indiana; Glenn High School, R. F. D., Terre Haute, Indiana; Worthington High

School, Worthington, Indiana; Carlisle High School, Carlisle, Indiana; Hillsdale High School, Hillsdale, Indiana; Concannon High School, R. F. D., West Terre Haute, Indiana; Bowling Green School, Bowling Green, Indiana; Freelandville High School, Freelandville, Indiana; Russellville High School, Russellville, Indiana; Reelsville High School, Reelsville, Indiana; Posey Township High School, Staunton, Indiana; Marshall High School, Marshall, Illinois; Bloomington High School, Bloomington, Indiana; Clay City High School, Clay City, Indiana; West Terre Haute High School, West Terre Haute, Indiana; Bainbridge High School, Bainbridge, Indiana; Sullivan High School, Sullivan, Indiana; Wiley High School, Terre Haute, Indiana; Brazil High School, Brazil, Indiana; Union High School, Dugger, Indiana; Robinson Township High School, Robinson, Illinois; Rosedale High School, Rosedale, Indiana; Bloomfield High School, Bloomfield, Indiana; Clay Township High School, Amo, Indiana; Oaktown High School, Oaktown, Indiana; Midland High School, Midland, Indiana; Fairbanks High School, Fairbanks, Indiana; Riley High School, Riley, Indiana; Ashboro High School, Ashboro, Indiana; St. Bernice High School, St. Bernice, Indiana; Fontanet High School, Fontanet, Indiana; Monticello High School, Monticello, Indiana; Clinton High School, Clinton, Indiana; Otter Creek High School, North Terre Haute, Indiana; Gerstmeier Technical High School, Terre Haute, Indiana; Indiana State Teachers College Laboratory School, Terre Haute, Indiana.

Last spring invitations were sent to approximately one hundred twenty-five Wabash Valley high schools to participate in the broadcasts next year. Assignment to the broadcast schedule is made in the order in which the replies to the invitations are received.

SPECIAL FEATURES

In addition to the regular series of educational broadcasts just discussed, Indiana State Teachers College presented, during the last year, many special feature broadcasts. These included: (1) Sportscasting, (2) the Indiana State Teachers College Variety Shows, (3) the Open Forum, (4)

American Education Week Series, (5) the Placement Series, (6) the Second Annual Radio Clinic and Dedication Broadcast, (7) the Vocational Rehabilitation Interview Series, (8) the Fire of '88—a commemorative broadcast featuring the college fire, (9) Girls' Week, and (10) the WSM broadcast.

SPORTSCASTING. On January 18, 1938, *Sportscasting*, a feature designed to present items of interest in the world of sports, had its first broadcast. The series featured Mr. John Sembower, director of public relations at Indiana State Teachers College. The response to this feature has been most gratifying, it being estimated that a regular audience of sixty-eight thousand follows the broadcast. From the date of its inauguration to June, 1938, fifty-four fifteen-minute broadcasts were presented.

THE INDIANA STATE TEACHERS COLLEGE VARIETY SHOW. On April 21, 1938, the first *Indiana State Teachers College Variety Show*, a thirty-minute special evening feature, was inaugurated. This broadcast presents outstanding talent on the campus. Four variety shows were presented during the period covered by this report—the first was on April 21; the second, on May 5; the third, on May 19; and the fourth, on June 2.

Judging by the visual audience, the variety shows constitute one of the most interesting special radio features. An audience filled the audition room to capacity at every variety show.

THE OPEN FORUM. On March 17, 1938, the first Radio Open Forum was broadcast. The participants in this unique broadcast were: President Ralph N. Tinsley; Dr. Ollis G. Jamison, director, division of teaching; Mr. Harry E. Elder, registrar; and Mr. John Sembower, director of public relations—all of the Indiana State Teachers College; Dr. Daniel Harmon, of St. Mary-of-the-Woods College; Dr. Louis R. Diehl, dean of men, DePauw University; and Mr. Albert Free, superintendent of schools, Spencer, Indiana, former president of the Indiana State Teachers Association. The topic for the Forum was taken from the National Broadcasting Company's *Ten Minutes Meeting of the Air* and was entitled "General Support of Education." At the

clusion of the nation-wide broadcast, the educators named above continued the program with a thirty-minute broadcast in which local application of the issues was discussed.

AMERICAN EDUCATION WEEK SERIES. In keeping with American Education Week, Indiana State Teachers College presented, during the week of November 7 to November 13, 1937, a series of five broadcasts planned to present to listeners throughout the Wabash Valley various phases of American education. The late Dr. L. H. Meeks, head of the English department of the college, was featured in an interview entitled "Interesting Facts about Our Schools" and gave the radio audience an opportunity to test its knowledge of school practices. Two high schools, Patricksburg and Van Buren, were featured as guests on this special series and the orchestra of the laboratory school of Indiana State Teachers College presented a special broadcast entitled "Music in the High School."

THE PLACEMENT SERIES. During the month of March, 1938, Mr. Harry E. Elder, registrar and director of placement at Indiana State Teachers College, was presented in a series of four interviews designed to aid listeners in their quest for a position. The following summary outlines the nature of this series: "Placement as an Integral Part of the College Program," "Opportunities of Modern Youth," "Opportunities in the Teaching Profession," and "How to Apply for a Position."

THE SECOND ANNUAL RADIO CLINIC. To discuss problems and techniques in educational broadcasting, an annual radio clinic is held during the first part of February. This year the clinic had as a special feature the dedication of the new radio studio and audition room in the administration building of the college. The guest of the college for this dedicatory service was Miss Judith Waller, mid-western educational director of the National Broadcasting Company.

One hundred ninety-three persons from sixteen towns in Indiana and Illinois (excluding Terre Haute, registered at the clinic. More than eighty attended the joint luncheon of the radio clinic and speech art festival.

The following outline of the dedication broadcast reveals the scope of the work conducted by the radio clinic.

Dedication Broadcast

10:00-11:00 A. M.

February 12, 1938

Alma Mater ----- A Cappella Choir
Announcer
Song—"Let Us Cheer the Weary Traveler"
----- A Cappella Choir
Announcer
Talk—"Development of Educational Broadcasting at Indiana State Teachers College" ----- Dr. J. W. Jones
Announcer
Talk—"The Place of the College in the Educational Program of WBOW?"-----
----- Mr. W. W. Behrman
Announcer
Talk—"The Place of Broadcasting in the Program of a Teachers College" -----
----- President R. N. Tirey
Announcer
Talk—"The Teachers College Hour from the Viewpoint of the Program Director"
----- Mr. Horace Capps
Announcer
Talk—"Radio in the English Curriculum"
----- Dr. L. H. Meeks
Announcer
Songs—"Cherubim"
"Listen to the Lambs"—A Cappella Choir
Announcer
Music—"Under the Double Eagle"—Wagner ---- Clay County High School Band
Announcer
Music—"Honor Band"—Weber
"Shrine of Liberty"—Jewell -----
----- Clay County High School Band
Announcer
Radio Drama—"The Man without a Country" -- Students of Radio Broadcasting Class
Announcer
Music—"My Love of You"—Fletcher----
----- Studio Orchestra
Announcer
Talk—"Education by Radio"-----
Miss Judith Waller, National Broadcasting Company
Announcer
Music—"Vision of the Nile"—Vargus----
----- Studio Orchestra
Announcer
Alma Mater ----- Studio Orchestra

VOCATIONAL REHABILITATION. On May 13, 1938, Mr. Slater Bartlow, state supervisor of vocational rehabilitation of the Indiana Department of Education, was interviewed relative to his work in vocational rehabilitation throughout the state.

THE COLLEGE FIRE OF 1888. In April, 1888 the main building of the college was de-

stroyed by fire. A broadcast commemorating this disaster was presented on the afternoon of April 9, 1938. The script and special music for the program were prepared by Lawrence Thompson, a student in the college. He obtained his information for the production from personal interviews with many former students of the school and from the library files. The special broadcast was witnessed by members of the commerce clinic, meeting on the college campus on that date.

GIRLS' WEEK. To aid in the celebration of Girls' Week, a special broadcast was presented on March 22, 1938. Entitled "Co-ed Leaders," the broadcast featured interviews with leaders of the various co-educational organizations on the campus.

THE WSM BROADCAST. In response to an annual invitation from George Peabody College for Teachers at Nashville, Tennessee, Indiana State Teachers College presented a thirty-minute broadcast over radio station WSM at Nashville on the evening of April 1, 1938. The broadcast entitled, "The Hoosier Torchbearer," featured the life of the founder of the public school system in Indiana—Caleb Mills. The script for this program was written by Mr. and Mrs. Robert W. Masters and produced by students in the course in radio broadcasting, assisted by the A Cappella Choir which was directed by Mr. L. M. Tilson, head of the department of music.

EQUIPMENT

Broadcasts by Indiana State Teachers College originate in studios located in the administration building of the college. The studio suite consists of an audition room with sixty permanent seats, a control room, and a studio.

Technical equipment for broadcasting consists of two velocity-type and one crystal microphone, one line pre-amplifier, and a public address system used to operate the speakers in the audition room.

Equipment in the studio consists of one grand piano, a sound effects laboratory, and a Western Union radio clock.

The entire broadcast suite was constructed during the fall quarter of 1937 by Mr. Richard Roehm, superintendent of buildings and grounds at the college, from a

fund allotted for such work by President Ralph N. Tirey.

The line to the studio from the main control room of station WBOW is maintained by radio station WBOW.

THE SOUND EFFECTS LABORATORY. Indiana State Teachers College possesses one of the most complete sound effects laboratories found in the Middle West. Since sound effects in radio have the same effect as stage properties for the stage production, a consistent effort has been made to have available in the sound effects laboratory all sound needed for the numerous radio dramatizations presented from the college studio. Some of these effects are most complicated and never fail to bring comments of wonder from the many visitors.

Machines or materials are now available for the following sounds: horses pulling wagons or carts over various types of streets, thunder, wind, explosions, gunfire—rifle or cannon, rain, automobile—running and stopping, train, starting motors, bells of all types from the small school bell to the large fire alarm type, fire, doors opening and closing, walking through mud, the rattle of dishes, the sound of digging in the earth, opening of cans, steamboat sounds, the sound of men marching, walking through underbrush, automobile horns, airplane noises of various types, the crash of wrecking automobiles, a squeaking rocking chair, a hand pump, a windmill pumping water, the sound of climbing stairs, oars in oarlocks, the noise of the surf as it rolls upon the shore, the crash of buildings as in an explosion or earthquake, the tom-tom of the tribesmen, the clink of chains, the popping of corn, and the echo effects for emphasis on space.

Each quarter finds new effects included in this sound effects laboratory as the need for such sounds arises in the development of the broadcast.

PUBLICITY FOR RADIO BROADCASTS

To inform the listeners of the program schedule, a weekly mimeographed bulletin giving the name of the broadcast, cast, date, and exact time of the broadcast is sent to approximately one hundred high schools in the Wabash Valley, to NBC in Chicago and New York, to the Office of Education in Washington, D. C., to In-

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Curriculum and Extra-curriculum Success of Thirty-Nine Illustrious Alumni of Indiana State Teachers College

Kathleen Hergt

Music Student

and

J. R. Shannon

Professor of Education

Indiana State Teachers College

This journal carried a report last year which showed that Indiana State Teachers College had produced among its baccalaureate graduates more notables in education than any other teachers college in America.¹ The report showed that thirty-nine graduates of the college were listed in Volume XIX of *Who's Who in America* and were following careers in education or had done so just previous to their retirement in old age.

The senior author is old enough to have been a student in the college at the time of six of the thirty-nine, and he remembers them quite well. His acquaintance with these impressed him with one fact: All six had been members of what was known in those days as the Interstate Debating Team. This accidental observation stimulated the writer to a line of thinking which he had exploited earlier, namely, that perhaps the graduates who had achieved what may be called the greater success in life had been ones who were prominent in ex-

tra-curriculum activities while in college.² Therefore, he proceeded to gather data on the curriculum and extracurriculum success of the thirty-nine while they were students in Indiana State Teachers College.

SOURCES OF DATA

To obtain data on the curriculum success of the former students was relatively simple; the registrar's office had the records of all but two. To obtain data on the extra-curriculum success was not so simple. The means employed was that of analyzing the college annual the year a man graduated, and the two years preceding, for any evidence of his participation, such as a statement with his picture among the seniors, or his name among the members of a team, fraternity, club, or other organization. As a check on the validity of the data in the annuals, the senior author compared the evidences in the annuals with his own memory of the six who were his contemporaries. The comparisons

¹J. R. Shannon and Lucy Lowder, "Indiana State Teachers College in the Production of Notables in Education." *Teachers College Journal*, 9:3-5, September, 1937.

²He had already discovered that leaders in the extracurriculum life of high school were more likely to be successful in life than other high-school graduates. "The Post-School Careers of High-School Leaders and High-School Scholars." *School Review*, 37: 656-65, November, 1929.

showed the evidences to be valid as far as they went, but there were a few extra-curriculum activities of some of the six which the annuals did not mention. The evidences appearing in the annuals were the only ones used, however, for there was no other way of knowing about the men whom the writer did not know personally.

The annuals were not satisfactory sources of data in a number of instances. No annuals were published before 1897, and eleven of the men graduated before that date. Therefore, there are no extracurriculum data for the eleven.³ Then in 1901, 1904, and 1910 there were no annuals, and four of the men being investigated graduated in those years. No evidence of extracurriculum participation could be found for three of the four, therefore, but some was found for the fourth in an earlier edition. Three other men's pictures did not appear with those of the graduates in their respective years, and no evidence from other sources indicated any extracurriculum activity for one of the three. For the different reasons stated, fifteen of the thirty-nine men should not be considered further in this report in regard to their extra-curriculum success.⁴ In addition to these fifteen, there were four others for whom only partial sources of data were available. Three of these four have been considered already, and the fourth was a man in the class of 1905, in which year nothing was stated in connection with the seniors' pictures concerning their college activities. Twenty-four of the thirty-nine notable alumni can, with some degree of justification, be considered in respect to their extracurriculum success.

CURRICULUM SUCCESS

Throughout the years the thirty-nine men were students in Indiana State Teachers College, the marking system consisted of three passing marks and one failing one. Although two sets of symbols were used

³The writer knows from the testimony of a man in the class of 1896 who is in this study that he was on the baseball team, but the testimony is not considered because there has been no opportunity to interview other men of that period in like manner.

⁴All fifteen of these graduated before 1905.

during the period, one set is interpreted by the registrar as equivalent to the other, so that all cases are reported here as of the later code: "A, 95 to 100 per cent; B, 85 to 94 per cent; C, 75 to 84 per cent; F, Failure."

The scholarship index based on this four-letter marking system and devised for the thirty-seven men whose records were available, was found by assigning values of 3, 2, 1, and 0, respectively, to marks of A, B, C, and F and dividing the sum of a man's points by the number of points possible for him. This index, being based on a four-letter system, should not be interpreted the same as one based on a five-letter system, which is more popular and is employed at Indiana State Teachers College today. B seems to have represented the so-called large middle group under this four-letter system, and most of the marks recorded for the thirty-seven men are B. A straight B record gives an index of sixty-seven under this system, whereas a middle-group record according to a scholarship index based on a five-letter system is fifty.

The curriculum success of the thirty-seven notable alumni was not phenomenal. Only four of them had a majority of marks of A, and eight of them (including one of the four just mentioned) had from one to four F's. The median scholarship index was seventy-two, which represents only slightly better than middle-range success. The distribution of scholarship indexes, as seen in Table I, is slightly skewed.

TABLE I
DISTRIBUTION OF SCHOLARSHIP
INDEXES

| Intervals | Frequencies |
|--------------|-------------|
| 95 - 99----- | 1 |
| 90 - 94----- | 1 |
| 85 - 89----- | 1 |
| 80 - 84----- | 4 |
| 75 - 79----- | 5 |
| 70 - 74----- | 11 |
| 65 - 69----- | 8 |
| 60 - 64----- | 5 |
| 55 - 59----- | 1 |

EXTRACURRICULUM SUCCESS

The evidence shows that the writer's hunch was correct. All but one of the twenty-four alumni for whom sources of

data were available, took a part in extra-curriculum activities while they were undergraduates, and some of them participated extensively. Table II shows the extent of participation by the twenty-four.

TABLE II
NUMBER OF ACTIVITIES IN WHICH
THE MEN ENGAGED

| Number of Activities | Frequency |
|----------------------|-----------|
| 8----- | 1 |
| 7----- | 1 |
| 6----- | 1 |
| 5----- | 4 |
| 4----- | 1 |
| 3----- | 2 |
| 2----- | 4 |
| 1----- | 9* |
| 0----- | 1 |

*Four of these nine are the four for whom only inadequate sources of data were available.

There is a great difference between the extent of participation by the men at one period of time and those at another. The six contemporaries of the writer, who are the most recent group, graduating from 1914 to 1918, are responsible for almost an even half of the total number of "participations." There were sixty-eight "participations" shown by the annuals for the

twenty-four men, and thirty-three of them were by the most recent one fourth.

Since the range in type of activities by the most recent six graduates was no wider than earlier (see Table III), the greater number of "participations" by the more recent men cannot be explained by a wider range of activities being fostered by the college. Two other explanations are more reasonable. (1) The later issues of the annual reported the extracurriculum activities more fully. (2) Since the men in the earlier years dropped out of college to teach before graduation more frequently than the later ones, they were not in residence during the regular school year in as large proportions as the later ones, and thereby had fewer opportunities to shine in the activities which are largely dormant during the summer terms. That this is true is shown by the ages of the men at the time of graduation. The median age of the most recent six at graduation was thirty-three, while that of the other eighteen was twenty-five and a half.

Perhaps the most interesting aspect of the extra-curriculum participation of the twenty-four men is their types of activities. This is shown in Table III in such a way

TABLE III
TYPES OF EXTRA-CURRICULUM ACTIVITIES

| Activities | Frequencies | | |
|--|------------------------------|------------------------------|-------|
| | By Graduates of 1914-1918 | By Graduates of 1897-1913 | Total |
| Fraternity ----- | 6 | 8 | 14 |
| Intercollegiate debating ----- | 6 | 1 | 7 |
| Intercollegiate athletics* ----- | 2 | 5 | 7 |
| Y. M. C. A. cabinet ----- | 4 | 3 | 7 |
| Senior class president ----- | 2 | 4 | 6 |
| Other class offices ----- | 3 | 1 | 4 |
| Intramural debating ----- | 3 | 1 | 4 |
| Member of <i>Advance</i> staff ----- | -- | 4 | 4 |
| Athletic manager ----- | 2 | 1 | 3 |
| Editor of <i>Advance</i> ----- | -- | 2 | 2 |
| Oratorical League ----- | 1 | 1 | 2 |
| Normal Assembly ----- | -- | 2 | 2 |
| Business manager of <i>Advance</i> --- | 1 | -- | 1 |
| Officer of athletic association --- | 1 | -- | 1 |
| Class poet ----- | 1 | -- | 1 |
| German Club ----- | 1 | -- | 1 |
| Mandolin and Guitar Club ----- | -- | 1 | 1 |
| Dramatics ----- | -- | 1 | 1 |

*Each branch of athletics counted for a man, but additional years in a branch were not counted.

as to distinguish between the six men graduating from 1914 to 1918 and the eighteen graduating earlier.

CORRELATION

As a side issue, the correlation between academic success and extent of extra-curriculum participation was measured.

Only the twenty men for whom adequate sources of data were available are included in the correlation. The coefficient of correlation, .50, (Spearman footrule formula) shows that correlation between the two avenues of expression is present but not high.

Radio Broadcasting Activities of Indiana State Teachers College

(Continued from page 8)

diana colleges, and to many individuals requesting that they be placed on the mailing list. The office of the director of public relations handles the distribution of the bulletins.

All correspondence relative to the *Wabash Valley High School Series* is handled by the office of the dean of instruction. Eight thousand printed programs of the high school guest series are prepared and distributed.

National publicity for the college radio programs is achieved by means of articles in radio trade journals and through the Educational Radio Script Exchange of Washington, D. C.

THE FUTURE OF THE BROADCASTING PROGRAM

The radio program of Indiana State Teachers College must not be permitted to stop at its present point in development. New courses are now a necessity. A well-rounded program in educational broadcasting should include as basic courses such offerings as: "Introductions to Educational Broadcasting," "Radio Writing," "Radio Speech," "Program Production," "The Use of Radio in the Classroom," and "The

Writing of Music for the Radio."

A recording machine is a necessity if complete work in speech is to be given. Speech correction can be taught most satisfactorily with the use of recordings. Among the many uses of a recording machine would be the possibility of supplying other local stations with transcriptions of our programs and thus extend the breadth of our radio service. The recording machine will probably become a part of the studio equipment during the coming year.

In addition to the college broadcasts over WBOW, which have both an educational and a publicity value, the college has an opportunity to extend its service in educational communication fields. Recently the government has set aside a group of ultra high frequencies to be used for strictly educational purposes. Such frequencies would be available at all hours for as much or as little use as was desired. Such frequencies could be used for the training of future teachers and of teachers in service, for research in the efficiency of radio instruction, for campus lectures, for daily official bulletins, and for all events of local interest. For a few hundred dollars such a transmitter could be constructed and the operating costs would be negligible. Such an ultra high frequency license should be applied for before all the bands are secured by other institutions.

Into the Field We Go

Margaret Peacock, Student
Indiana State Teachers College

The great out-of-doors is the perfect text for the teacher of elementary science. It is free, open, and healthful. It is its own motivation, its own stimulus to study. The out-of-doors invites exploration, and children are eager to explore. Nothing can give a child the richness of experience and the reality of textbook material that is the natural outcome of a well planned field trip. Let us, then, pick up our notebooks and pencils, take along an old can for bringing back interesting specimens for later classwork consideration, and go into the field to study.

Few of us have been privileged to attend a school where regular field trips were a part of the curriculum. If they are so valuable, why then have they been neglected? The reasons which seem most apparent are:

1. Teachers themselves were not trained through trips. Therefore, they have little idea of how to conduct them and no sense of appreciation of their real values.

2. Field trips require more time, both in preparation and in actual participation, than an ordinary recitation. Few teachers are willing to give this extra time.

3. It is generally believed that discipline is difficult to maintain outside a classroom.

4. Frequently school officials and patrons consider field work a total waste of time.

All of these handicaps and more must be faced by the teacher who, recognizing the irreplaceable value of field work, determines to make use of it. But the first requisite of doing any job well is knowing that it is worth-while. Before a field trip

can be successful, the teacher must have ultimate faith in its value. She must know that the information gained in this way could be found in no other. The teacher may lack experience, but at first the best teachers were inexperienced. If she is not thoroughly trained in her field, she must compensate with more careful preparation.

Frequently the school program affords no time for trips. In this case the teacher will need to resort to Saturdays or after school hours until she can arrange a program which will include time for trips.

It is reasonable that discipline can be no serious problem in a group which is busy with interesting things to observe. When discipline problems arise, they are usually caused by lack of interest on the part of the child or lack of adequate organization on the part of the teacher. Either situation can properly be met by the teacher who is capable of facing successfully the same problems in the classroom.

The teacher often finds that school officials and patrons consider field work a total waste of time. This belief is obviously due to the fact that they themselves were not trained in this manner. If the first few Saturday trips are successful, the growing enthusiasm of the pupils will reach the patrons and school officials. A trip so planned that parents and officials could be included might help to bring about a mutual understanding and appreciation.

For years teachers in other countries and in various parts of our own country have recognized the value of field work and have been willing to make this form of teaching truly successful. The records of

field work in Great Britain and Germany are well-known. There, field work is an accepted part of the regular course of study. Field work starts with the short trips to neighboring points of interest for the early elementary grades and continues for the older pupils in long trips which may last many days. Substantial lodgings are provided at surprisingly low rates. The whole program is accepted as a normal educational procedure.

America is far behind in the common study of science in the elementary school and particularly far behind in the use of field work. Only in scattered places have attempts been made to establish a permanent field work program. Boston, Cincinnati, and the cities which are sites of teachers colleges are generally most progressive in this respect. The Buffalo Society of Natural History has long been active in the encouragement of the study of nature, both scholastically and professionally. Buffalo schools have perhaps done more than any other American schools in the use of field trips and nature study.

Before America can have a truly successful program, her teachers will have to be willing to establish it. When a teacher has become convinced of the real usefulness of the field trip, she should survey her community for possibilities. The routes which she chooses will depend on a number of factors:

1. The phase of science which she is teaching—that is, whether it be geology, geography, botany, nature study, zoology, or physiology.
2. The age and mental ability of the pupils.
3. Time available.
4. Transportation facilities.

Trips will be found to be as valuable in one phase of science teaching as in another. Not infrequently it will be possible for the teacher who is alive to the situation to combine classes for the same trip. This helps take care of the time problem, too. If she is wise, she will arrange the work so that the units in the two classes are closely correlated. For example, suppose the geography class has concerned itself with the work of a stream and at the same time the

nature study class is learning about various forms of fresh water life.

In the organization of a trip Charles S. Preble suggests the following procedure:¹

"Methods in planning and conducting field trips will vary somewhat with circumstances but some general statements are applicable to any situation.

"1. From the possible excursions select those that correlate most closely with your school work.

"2. Plan for the date of the trip and be sure to allow time enough to do it well.

"3. Go over the ground carefully, studying the possibilities, arranging the route, and noting things to be discovered—in fact, every detail in advance of the trip. Leave nothing to chance. Know what is available and where it is, without having to hunt for it.

"4. Have an aim. Motivate excursion by carefully planned work leading up to it.

"5. Divide classes into groups small enough to see and hear without difficulty.

"6. Avoid the lecture method. Put in the hands of the student challenging questions and problems to be solved by actual observation.

"7. Direct the observation and make sure that pupils understand what they are seeing.

"8. When possible, bring back illustrative material for future use.

"9. Follow up by further discussion in the class work. Make the trip count for much by connecting the experience with future work in every possible way."

From these suggestions it is obvious that in any field trip, planning is vital. A poorly organized field trip is truly a waste of time. It discourages the teacher in future attempts and causes the children to lose confidence in the teacher's ability. This need not be true. If every detail is carefully planned, there need be no disappointments. One of the most interesting examples of a successful field trip is the account given by Monica Henrietta Kusch who, in the article "An Experiment in Fifth Grade Field Work,"² tells of an experiment which she conducted in Cincinnati

¹Charles S. Preble, "Field-Trips in Upper-Grade," *Geography: How to Teach It* arranged by George J. Miller (Bloomington, Illinois: McKnight and McKnight).

²*Journal of Geography*, XXXV: 179-185.

with a fifth grade geography class. She says that the teacher should go over the route carefully beforehand, planning to utilize the intervening landscape as much as possible. The teacher should know:

1. Things for pupils to see.
2. Desired outcomes.
3. The function of this trip with the unit as a whole.

The children should be aware of things to look for along the way and at the destination. Pupils were given simple outline maps which they were to fill in as they went along. Noted on the trip were:

1. Accuracy of the map.
2. Conception of distance on the map.
3. Location of residential area, manufacturing area, commercial area, and recreational area.
4. The use the railroads had made of low valleys leading into the city.
5. Bridges over valleys.

At the destination they:

1. Observed the general view, with the teacher pointing out specific things to small groups.
2. Sketched on their maps the location of docks, harbors, warehouses, etc.
3. Observed the general city pattern.

All unanswered questions were recorded for further study.

This particular trip was one of a series of five which the class took in its study of city patterns. This trip was a visit to the river front.

The follow-up program included the revision and interpretation of the maps, the solving of the unanswered problems, and the weaving of the trip into the unit of study.

Such a field trip as this shows what can be done when the teacher is willing to organize her work carefully. Besides having her work well organized, the teacher must be sincere in purpose. Lack of sincerity is reprehensible any place, but it is a tragedy on a field trip. The teacher must be sincere, friendly, eager to help, and enthusiastic enough about her subject matter and about the trip itself to stimulate interest. It is her responsibility to lift the lesson

from hum-drum matter-of-factness to a sparkling, vital reality.

Important as is field work itself, and as vital to it as is the organization, is the follow-up work in the classroom. If there is no work done in the classroom, the trip loses its point. It becomes merely a matter of getting out of class, rather than a more vital class in a natural laboratory. The follow-up work should consist of revising and completing any notes, maps, or drawings which have been made in the field. In the case of nature study, botany, or zoology, specimens will be brought back to the schoolroom. These will need to be identified definitely by the use of keys, and their requirements for carrying on natural life processes must be studied in order to care for them. The geology class will have rocks to identify, label, and study. Whether or not there are specimens, it will still be necessary to draw from the trip the outstanding factors and to fit them together with the major understandings of the course.

Thus it seems that we cannot say the trip alone is of final importance. Its entire wealth of possibility is lost without adequate organization, and the organization and the trip both have been in vain unless there is adequate follow-up work. Let this then be our field trip procedure:

1. Careful, thoughtful organization.
2. Purposeful observation.
3. Follow-up work which correlates this trip with every phase of the regular classwork.

A trip which embraces these three cannot fail.

In spite of all this, however, many a teacher is saying, "But I have no means of transportation for the children and no money to finance the trip." To this the answer is simple. This is one instance in which the small town or country school has every advantage over the city school. No rural teacher has far to go to find a stream, countless numbers of specimens for botany and zoology, valleys, hills, alluvial fans, erosion, weathering, and numerous other features. Her destination is easily within reach. Commercial field trips are only slightly more difficult because her classes are usually small, and there are sure to

become patrons who will cooperate in this matter.

The problem of the consolidated school is greater because of increased numbers. Even here, however, the distances to natural and cultural points of interest are not great. In consolidated schools there is always the cooperation of the school bus driver for which to strive. Most drivers are interested in children and are willing to cooperate with the teachers. If the school cannot pay for the transportation expenses, the teacher must resort to a collection from the class or some other way of raising the necessary funds until the school officials believe her work to be of enough value to finance the trips for her.

To the city teacher the commercial and

manufacturing centers are more easily reached, but a source of natural environment seems too remote to strive for. She can only hope that the short trips which she is able to make and the things which she and her pupils can bring into the classroom will be successful enough to win eventually for her a way to do the thing she would like. At best it is a waiting game, which requires endless ingenuity, tact, patience, and skill.

It is hoped that in the not too distant future American schools will be able to furnish the means necessary to enable their teachers to join with the teachers of Germany and England as they lead their classes into the fields to learn.

Around The Reading Table

HUGHES, W. H., EDITOR, ET AL. *The Book of Major Sports*. A. S. Barnes and Company, New York, 1938. 396 pp.

In this book Dr. W. H. Huges and his collaborators have made a very valuable contribution to coaches. The volume deals with the basic fundamentals of individual and team play.

There is a wealth of material for the experienced coach who wishes to exhaust all possibilities in these sports. This book should be especially valuable, too, to the young and inexperienced coach since there are good teaching devices, clear explanations of methods for teaching, suggestions and questions, and illustrations. These all help present the material in a practical and usable form.

The "how" to do and to teach the skills

is very ably handled by an expert in each of the four major sports. The still motion picture illustrations are especially fine and show the accepted form for each skill. The suggestions and questions at the end of each chapter will aid in establishing the unit content as well as serve as a check on the material that has been covered in a given chapter.

W. Glenn Killings, State Teachers College, West Chester, Pennsylvania, handled the part devoted to football; Charles C. Murphy, of the Bristol, Connecticut, Boys' Club, basketball; Daniel F. Jessie, of Trinity College, Hartford, Connecticut, baseball; and Ray M. Conger, director of recreational sports at Pennsylvania State College, track.

—D. A. Glascock

Indiana State Teachers College

